

Review of: "Psycho-Social Factors as Elixir to the School Adjustment of High Ability Secondary School Students in Oyo State, Nigeria"

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Potential competing interests: No potential competing interests to declare.

This article describes the results of a study that investigated the influence of psycho-social factors (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) on the school adjustment of high-ability secondary school students (HASSS) in Oyo State, Nigeria. The main findings suggest a positive relationship between these four predictor variables and the school adjustment of HASSS. Specifically, emotional intelligence had the highest relative contribution and the most significant impact on school adjustment among HASSS. Self-efficacy also emerged as a crucial determinant of school adjustment, while peer-attachment and parental involvement jointly contributed to HASSS's school adjustment. This underscores the importance of developing emotional intelligence and self-efficacy to enhance the school adjustment of high-ability students. Overall, the article provides valuable insights into the factors influencing the school adjustment of HASSS.